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ABSTRACT

Boston's Chapter I English as a Second Language (ESL) Program is intended to provide intensified oral/aural instruction in English to students with limited-English-speaking ability who are lagging behind in regular bilingual classes. An ultimate goal of the program is to prepare students from a variety of linguistic backgrounds (including Spanish, Portugese, Haitian Creole, Laotian, Vietnamese, Indonesian, Thai, and Chinese) for mainstreaming. According to this report, the program provided an excellent opportunity for students to learn English and eased the transition from the bilingual to the regular classroom. Classroom teachers saw the following weaknesses in the ESL program: too many students, insufficient supplies, and insufficient instructional time. They saw the following strengths: extra English instruction, good preparation for other subjects, individualization, and oral language skills development. ESL teachers saw the program's weaknesses as lack of workshops, lack of a coordinator, and insufficient supplies. More than half of the ESL teachers regarded the materials as adequate. Principals, ESL teachers, and classroom teachers expressed different opinions about the sufficiency of coordination between regular classroom and ESL programs. More than one in three of the ESL teachers thought they were receiving adequate support from the Chapter I administration. (CMG)

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Vázquez, Nuttall Associates, Inc.

"Research & Evaluation in Social Sciences, Health & Education"

INTERIM EVALUATION REPORT

1982-1983 CHAPTER I ENGLISH AS A SECOND LANGUAGE PROGRAM

Funding Source: ECIA 83-035-134
F330-910-0900

February 1983

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EXECUTIVE SUMMARY

This interim report presents formative evaluation findings for the FY83 Chapter I English as a Second Language Program of the Boston Public Schools.

Program Description

The Chapter I E.S.L. Program is intended to provide intensified oral/aural instruction in English to students with limited English speaking ability who are lagging behind in a regular bilingual class. Students come to the program from a variety of linguistic groups including Spanish, Portuguese, Haitian Creole, Laotian, Vietnamese, Indonesian, Thai and Chinese. An ultimate goal of the program is to prepare these students to be mainstreamed in the regular educational program of the school.

Program Objectives

Elementary School Level

The terminal objective for the Elementary School English as a Second Language Program will be an increase in ability to speak English as measured by a pre-post administration of the New York Scale for Rating Pupils' Ability to Speak English. The growth anticipated as the terminal measure is an increase of one level from pre to post administration. The specific objective for which the scale is a measure is stated below:

> Given approximately forty-five minutes of instruction five days per week for the school year, with no more than eleven percent absenteeism, each student will increase his rating by one level as measured by New York Scale for Rating Pupils' Ability to Speak English.

Specific performance objectives are listed for the Title I English as a Second Language Program. The terminal measure of success for the attainment of performance objectives is cited by the project administrator:

"Given approximately forty-five minutes of instruction five days per week for the school year, with no more than 11% absenteeism, each student will successfully accomplish 100% of the objectives outlined for his/her initial placement level and 50% of the objectives of the succeeding level."

In measuring achievement of performance objectives, the six levels of ungraded objectives, eighteen items per level, will be appraised by teachers using teacher-made or publisher-constructed test items. Checklists and/or rating scales, developed by the Title I Office will be used to record terminal data.

Middle School Level

The terminal objective for the Middle School English as a Second Language Program will be an increase in proficiency in English, as measured by pre-post test scores on The John Test, a Test of Oral Proficiency for ESL Placement. The growth anticipated as the terminal measure is a ten-point increase, based on a one-hundred point scale. The specific objective for which the test is a measure is stated below:

Given approximately forty-five minutes of instruction five days per week for the school year, with no more than 11% absenteeism, each student will show an increase of ten points between the pre and post administration of the John Test, a Test of Oral Proficiency for ESL Placement.

Specific performance objectives are listed for the Middle School English as a Second Language Program. The terminal measure of success for the attainment of performance objectives is cited by the project administrator as:

"Given approximately forty-five minutes of instruction five days per week for the school year with no more than eleven percent absenteeism, each student will successfully accomplish twenty out of twenty-seven objectives at placement level."

Appraisal instruments to adjudge attainment of specific objectives will be, generally, teacher-selected or publisher-constructed test items. Checklists and/or rating scales developed by the Chapter I Office of Research and Evaluation will be used to record terminal data.

Evaluation Design

The FY1983 Chapter I E.S.L. Program is in the third year of a three year project. This year's evaluation is designed to provide both formative and summative information to staff, headmasters and administrators.

Data Collection Methods

Evaluators obtained information through interviews, on-site observations, attendance at meetings, and a series of questionnaires. Table 1 reports the questionnaire and response rate.

Table 1

Questionnaire Response Rate

Data Source	Number Sent	Number Returned	Percent Returned
E.S.L. Chapter I Teachers	15	9	60%
Bilingual Teachers	39	12	31%
E.S.L. Principals	13	8	62%

Major Evaluation Findings

- Overall, the Chapter I E.S.L. classes provide an excellent opportunity for children to learn English, and eases the transition from the bilingual classroom to the regular classroom.
- Ninety-two percent of the classroom teachers responding to our questionnaire said that the Chapter I E.S.L. instruction was benefiting the students in their classroom who were receiving it.
- All of the classroom teachers and principals responding to our questionnaire said that the E.S.L. program should be retained next year.
- The need for the program is largely attributed to a large limited English speaking population in the Boston schools.
- Among the strengths attributed to the E.S.L. Program by regular classroom teachers are the following: extra English instruction, good preparation for other subjects, individualization, and oral language skills.

- More than half of the E.S.L. teachers perceive the materials as adequate. However, two teachers are still waiting for materials that they ordered in October.

- More than one in three of the E.S.L. teachers indicated that they are receiving adequate support from the Chapter I administration. Of those who felt that support and assistance were inadequate, dissatisfaction centered primarily on the speed with which they received materials.

- Principals are unanimous in reporting that there is sufficient coordination between the child's E.S.L. program and regular program. E.S.L. teachers, however, expressed greater concerns about the sufficiency of coordination between the two programs.

- Principals report that there is sufficient communication between the E.S.L. and classroom teachers. Fewer E.S.L. and classroom teachers thought that communication was sufficient.

- Weaknesses of the E.S.L. program cited by E.S.L. teachers include the following: lack of workshops, lack of a coordinator, and insufficient supplies.

- Among the program's weaknesses reported by classroom teachers are the following: too many students, insufficient supplies, and insufficient instructional time.

- Next year, given a choice, teachers do not want to have E.S.L. classes moved to the regular classroom. The major reason repeatedly stated is that the loud, active, repetitive nature of oral/aural activities would be difficult.

Recommendations

Recommendation 1 - **The Chapter I E.S.L. program is a useful and needed component of the Boston Chapter I Program and should continue.**

Discussion: There continues to be strong support for the E.S.L. program from principals and regular teachers. This program is needed and, with the continuing influx of low English proficiency students into the Boston Public Schools, will continue to be needed.

Recommendation 2 - **Problems associated with the lack of an E.S.L. director need to be faced.**

Discussion: The lack of a coordinator or director of the E.S.L. program has caused problems in the training of new E.S.L. teachers, and in the provision of materials

and supplies in a few cases. Of special concern is the long term need for improvements and updating of the curriculum. We feel that this need for training and updating of the curriculum may not require a full time E.S.L. coordinator, but does require some alternative as these needs are not currently being adequately met.

Recommendation 3 - **The E.S.L. program should be served with at least the same ratio of paraprofessionals per teacher as the regular Chapter I Reading program.**

Discussion: In our observations the lack of paraprofessional services has affected the type of instruction being given. In an E.S.L. program where the children are on many different levels, great individualization is needed. We feel that the provision of paraprofessionals would greatly increase the teacher's ability to provide the needed individualization of instruction. Ideally the paraprofessionals should be bilingual, but more importantly should have an excellent command of the English language.

ENGLISH AS A SECOND LANGUAGE

I. INTRODUCTION

This interim report presents the formative evaluation findings for the FY83 Chapter I English as a Second Language Program of the Boston Public Schools.

The Chapter I E.S.L. Program is intended to provide intensified oral/aural instruction in English to students with limited English speaking ability who are lagging behind in a regular bilingual class. Students come to the program from a variety of linguistic groups including Spanish, Portuguese, Haitian Creole, Laotian, Vietnamese, Indonesian, Thai and Chinese. An ultimate goal of the program is to prepare these students to be mainstreamed in the regular educational program of the school.

As in all Chapter I programs only students in schools with attendance from low income areas of the city are eligible to receive Chapter I funding. Within schools, pupil eligibility is determined according to three criteria:

1) Low scores on the New York Scale for Pupil's Ability to Speak English (given to elementary students).
2) Low ratings on a Chapter I checklist.
3) Consultation from the child's bilingual teacher.

Because the federal government has cut back funding for Chapter I, the current E.S.L. program only serves those children that have the greatest need. This year there are 710 students enrolled in the program.

The majority of teachers are new to E.S.L. this year. Due to budget cuts, the program coordinator who has supervised the program for several years has been eliminated.

Program Objectives

The program objectives are stated below:

Elementary School Level

The terminal objective for the Elementary School English as a Second Language Program will be an increase in ability to speak English as measured by a pre-post administration of the New York Scale for Rating Pupils' Ability to Speak English. The growth anticipated as the terminal measure is an increase of one level from pre to post administration. The specific objective for which the scale is a measure is stated below:

> Given approximately forty-five minutes of instruction five days per week for the school year, with no more than eleven percent absenteeism, each student will increase his rating by one level as measured by New York Scale for Rating Pupils' Ability to Speak English.

Specific performance objectives are listed for the Title I English as a Second Language Program. The terminal measure of success for the attainment of performance objectives is cited by the project administrator:

> "Given approximately forty-five minutes of instruction five days per week for the school year, with no more than 11% absenteeism, each student will successfully accomplish 100% of the objectives outlined for his/her initial placement level and 50% of the objectives of the succeeding level."

In measuring achievement of performance objectives, the six levels of ungraded objectives, eighteen items per level, will be appraised by teachers using teacher-made or publisher-constructed test items. Checklists and/or rating scales, developed by the Chapter I Office of Research and Evaluation will be used to record terminal data.

Middle School Level

The terminal objective for the Middle School English as a Second Language Program will be an increase in proficiency in English, as measured by pre-post test scores on The John Test, a Test of Oral Proficiency for ESL Placement. The growth anticipated as the terminal measure is a ten-point increase, based on a one-hundred point scale. The specific objective for which the test is a measure is stated below:

> Given approximately forty-five minutes of instruction five days per week for the school year, with no more than 11% absenteeism, each student will show an increase of ten points between the pre and post administration of the John Test, a Test of Oral Proficiency for ESL Placement.

Specific performance objectives are listed for the Middle School English as a Second Language Program. The terminal measure of success for the attainment of performance objectives is cited by the project administrator as:

> "Given approximately forty-five minutes of instruction five days per week for the school year with no more than eleven percent absenteeism, each student will successfully accomplish twenty out of twenty-seven objectives at placement level."

Appraisal instruments to adjudge attainment of specific objectives will be, generally, teacher-selected or publisher-constructed test items. Checklists and/or rating scales developed by the Title I Office will be used to record terminal data.

Program Instruction

Students receive intensive language instruction in listening comprehension and conversation with the addition of writing and reading skills as the child becomes more proficient in oral English. Each student is intended to have English instruction for forty-five minutes a day, five days a week. Class size averages eight pupils.

II. EVALUATION DESIGN

The FY1983 Chapter I E.S.L. Program is in the third year of a three year project. This year's evaluation is designed to provide both formative and summative information to staff, headmasters and administrators. Summative information including test findings, attendance information, and achievement of performance objectives will be provided in the final report. The interim report focuses on interim findings to date.

The issues addressed in this evaluation report include the following:

1) Coordination between the child's regular program and E.S.L. program.
2) Communication between the child's regular classroom teacher and E.S.L. teacher.
3) Support and assistance from E.S.L. administration.
4) The adequacy of Chapter I curriculum and materials.
5) The need for an E.S.L. Program.

Schools Evaluated

As of December, eleven elementary schools and two middle schools have Chapter I E.S.L. programs. The table below shows the number of pupils and teachers enrolled in each of these schools.

Table 1
Number of Students and Teachers Involved in ESL Program by School

School	Number of Students	Number of Teachers*
Agassiz	48	1
Blackstone	96	2
Condon	48	1
Hennigan	45	1
Hernandez	46	1
Holland	45	1
Hurley	49	1
Kennedy	48	1
Kent	48	1
Tobin	51	1
Murphy	96	2
Dearborn**	45	1
Taft**	45	1
TOTALS	710	15

* Second teachers at the Blackstone and Murphy schools were hired in January.
** Middle schools

Data Collection Methods

In this formative evaluation of the Chapter I E.S.L. program, evaluators obtained information through interviews, on-site observations, attendance at meetings, and a series of questionnaires. These methods are explained in detail in the following sections.

Interviews

During on-site visits to schools E.S.L. teachers and principals were interviewed whenever possible.

Table 2
Interviews

Interviews	N	Data Source
School staff	8 4	E.S.L. teachers Principals

Questionnaires

Separate questionnaires were developed for Chapter I E.S.L. teachers, principals and classroom teachers who had E.S.L. children in their classrooms.

In mid-January packets of appropriate questionnaires were prepared and mailed to the senior E.S.L. teacher in each school. The E.S.L. teachers were asked to distribute the questionnaires to E.S.L. teachers, principal and three bilingual teachers serving E.S.L. students.

The following table indicates questionnaire response rates for involved E.S.L. Chapter I staff.

Table 3
Questionnaire Response Rate

Data Source	Number Sent	Number Returned	Percent Returned
E.S.L. Chapter I Teachers	15	9	60%
Bilingual Teachers	39	12	31%
E.S.L. Principals	13	8	62%

As can be seen in Table 3 more than half of the E.S.L. Chapter I teachers and principals returned questionnaires. Slightly less than a third of the classroom teachers responded. After our deadline for analysis, questionnaires continued to come in. It is expected that results from these additional questionnaires will be added to the final report findings.

Attendance at Meetings and Workshops

The evaluator attended the Chapter I staff meetings reported in Table 4.

Table 4
Meetings/Workshops Attended

Meetings/Workshops	Date
Orientation for Chapter I Teachers	September 9
Evaluation Procedures	October 22
Meeting for Teachers New To Chapter I	November 4

Classroom Observations

Between December and February the evaluation team visited nine E.S.L. classes* in six public schools. In order to cause as little disruption as possible the evaluator attempted to stay in each classroom an entire period. A standardized data collection form, developed by the evaluator, was used to record observations.

* In one school two classes taught by the same teacher were observed.

III. EVALUATION FINDINGS

A. Classroom Observations

As mentioned in the previous section, between December and February the evaluators visited nine E.S.L. classes in six schools. During these visits the evaluators noted types of facilities, student activities, and curriculum materials. The following is based on these observations.

Types of Facilities

Of eight teachers observed, three were assigned regular classrooms and five had open classrooms. In two of these open space classrooms the evaluator found the noise level from the surrounding classrooms high and distracting. In a follow-up interview the E.S.L. teacher reported that the physical structure of the open classroom made teaching difficult. On the other hand, in three open classrooms noise and distractions did not seem to be a problem. Another problem noted by the evaluators was an erratic heating system in one school which according to the teacher left the classroom cold one day and hot the next.

Student Activities

In eight out of nine classes students spent part or all of the period on oral languge activities. In two classes large wall posters provided the focus for vocabulary building. In other classes, time of day, the weather, holidays, feelings and geometric shapes were topics for oral English and vocabulary building. In half the classes students did some written exercises. In one class two students read orally. In another class the teacher read a story and showed a filmstrip.

In order to better understand what takes place during an entire period two observed classes are described as follows: In one class the period began

with a group, oral language lesson about weather, which included a presentation of new vocabulary words. Next, the teacher played a record player and a recorded voice asked questions about weather. Students repeated the questions, answered them, and checked their answers on worksheets. Finally, students worked independently in workbooks.

In a second class, the teacher did a group lesson on feelings. A lot of dramatization took place during this lesson. The teacher would ask, "How do I feel when I say,

- May I have a drink of water?
- I can't wait for lunch.
- I lost my money, etc.

The children were to respond thirsty, hungry, sad, etc. Next the teacher asked the children to act out sad, happy, angry, surprised, and other similar words. Finally, each child made a paper bag puppet to express a feeling (happy, sad, etc.). While the children were involved in this art activity the teacher worked with selected students individually or in groups of two. Two students read a few pages in a reading book.

During an interview in a third class the E.S.L. teacher said that the E.S.L. class provides students with an opportunity for conversational English that they don't have in a bilingual classroom. She went on to say one of her student's biggest problems is multiple meaning of words.

Curriculum Materials

Curriculum materials observed in use during classroom observations included the following.

- Large wall posters for vocabulary building
- Miami Linguistic readers
- New Horizons in English I workbook
- New Horizons in English II workbook
- Worksheets
- Puppets
- Records
- Vocabulary
- Picture
- Teaching Clock

B. Questionnaire Results

In addition to observing classes, interviews and questionnaires were administered to Chapter I teachers, regular bilingual teachers who had Chapter I students in their classroom and principals. One of the first concerns was to have the E.S.L. teachers describe how well the Chapter I program was functioning in their classroom.

As Table 5 shows, while more than half of the E.S.L. teachers perceived the existing materials as adequate six out of nine said they did not have sufficient materials. The need for more materials was further substantiated during interviews.

Table 5

E.S.L. Teachers Perceptions of Adequacy of
Chapter I Curriculum and Materials
N = 9 Respondents

	YES	UNSURE	NO	N.A.
Is E.S.L. curriculum satisfactory?	56%	11%	--	33%
Are materials appropriate?	55%	11%	--	33%
Are materials sufficient?	44%	11%	22%	22%

Both the organization and thoroughness of the ESL curriculum were cited by ESL teachers as contributing to their satisfaction with the program of study. One teacher additionally mentioned that lesson objectives were plainly stated, adding to the ease with which the curriculum could be implemented. One teacher, however, thought the curriculum could use some revision.

In regard to materials, one teacher expressed some dissatisfaction with the fact that students could not write in the workbooks. Two teachers said that they were waiting for a set of books which were ordered in October and had not yet arrived. In addition, one indicated that it was necessary to

supplement the available materials with magazines, games, songs and poems to enrich the scope of the available materials. Four teachers indicated that they would appreciate ESL workshops where teachers could exchange program materials and ideas.

Chapter I guidelines emphasize that instruction should be individualized to meet each students needs. We therefore asked each of the E.S.L. teachers if students were receiving the individualized instruction required. Only 22% of the teachers said that their students were receiving the individual instruction recommended under Chapter I guidelines. While most commented that their instruction took the form of group work, several indicated that they tried to meet individual students' needs within the framework of the small group format. None of the teachers said they worked on a one to one basis with each child.

Planning Time

Do Chapter I teachers have sufficient time to plan lessons for each class? Thirty-three percent said they did, 22% said they did not, while 44% gave no response to this question. Of those who said they had insufficient planning time, two teachers indicated that planning time was not built into their schedule while one indicated that her alloted planning time was usually spent testing new students or meeting with the bilingual teachers.

Paraprofessionals

This year paraprofessionals have not been assigned to the E.S.L. program. However, since paraprofessionals were originally part of the program teachers were asked if the reduction of paraprofessionals had any impact on the Chapter I E.S.L. program? Only 44% said there has been an impact. Of those who felt they needed paraprofessionals, several cited that less individualized

attention could now be directed toward the slowest students. The one to one attention provided by the paraprofessional was seen as beneficial by these teachers.

One teacher wrote, "My slowest students are missing the extra help in E.S.L. my paraprofessional used to give them outside of their 45 minute period. I have less time now to develop games. My aide used to carry out my ideas for specific games." More than half of the E.S.L. Chapter I teachers, however, did not express the positive need for a paraprofessional in their classrooms. While one teacher preferred to deal directly with all the students, others stated that they had never had a paraprofessional working with them and therefore had no basis of comparison upon which to make this judgement. In one classroom a School Volunteer for Boston is fulfilling the paraprofessional role.

Coordination, Communication and Support

Since Chapter I is intended to supplement regular class instruction for children who are not progressing at the same rate as their peers, it is important to determine whether sufficient levels of communication and coordination between the Chapter I teacher and classroom teacher exist.

As Table 6 shows, satisfaction with the level of coordination between the Chapter I Program and the regular program varies among the three types of respondents to this question. The principals indicated unanimously that coordination was sufficient. Each principal reported the ease with which all of the teachers in that building cooperated. The classroom teachers, to a lesser extent, reported that informal and/or formal meetings took place with some regularity and were adequate for coordination efforts. The ESL teachers, however, expressed greater concerns about the sufficiency of coordination

between the two programs. Many felt that coordination occurred only as a result of their initiative and determination to speak with the classroom teachers.

Table 6

Is there sufficient Coordination Between the Chapter I Program and the Regular Program?

Respondent	N	YES	UNSURE	NO
E.S.L. Chapter I Teacher	9	56%	22%	22%
Classroom Teacher	12	67%	8%	25%
Principal	8	100%	--	--

When principals were asked whether there was enough communication between Chapter I, E.S.L. teachers and Classroom teachers, all of them said yes. Fewer E.S.L. and classroom teachers thought there was sufficient coordination. Sixty-two percent said that the amount of communication was excellent while the remainder indicated that the communication was good. This opinion was generally shared by both the Chapter I teachers and the classroom teachers. Table 7 shows the adequacy of time spent discussing various topics pertinent to Chapter I matters.

Table 7

Amount of Communication Between Teachers in Selected Areas

	Almost None	Little	Sufficient	Too Much	N.A.*
Chapter I Teacher N = 9					
1. Student Oral Language Skills			100%		
2. Student Classroom Behavior		22%	78%		
3. Student Motivation		22%	78%		
4. Student Progress		11%	89%		
5. Coordination Between Chapter I and Classroom Work		33%	67%		
Regular Teacher N = 12					
1. Student Oral Language Skills	8%		58%		33%
2. Student Classroom Behavior	8%		58%		33%
3. Student Motivation	8%	8%	50%		33%
4. Student Progress	8%	8%	50%		33%
5. Coordination Between Chapter I and Classroom Work	17%	8%	50%		25%

* N.A. = No Answer

The majority of both classroom and ESL teachers feel that sufficient time is spent in various student related topics and in coordinating the two programs, although a larger minority of regular classroom teachers consistently disagreed with the adequacy of such communication. On the whole, however, both groups indicated that there was sufficient time for discussing student skills and behavior but expressed some displeasure over the amount of time available to coordinate the regular and Chapter I programs.

Chapter I teachers were also asked if they had adequate support and assistance from Chapter I administrators. The question was asked largely because a very able bilingual administrator was eliminated from the program this year as a part of budget cut-backs. More than one in three (35%) of the Chapter I teachers who responded to the question indicated that they were still receiving adequate support and assistance from the Chapter I administration. Of those who felt that the support and assistance was

inadequate, dissatisfaction centered primarily on the speed with which they received materials for their classrooms. One teacher wrote, "Anything requested takes too long and sometimes it doesn't arrive at all." In the two schools where there are two E.S.L. teachers the new teacher receives assistance from the more experienced teacher.

Overall, E.S.L. teachers, regular classroom teachers, and principals think that the E.S.L. provides an excellent opportunity for children to learn English and eases the transition from the bilingual classroom to regular classrooms. When classroom teachers were asked if the program benefitted their students, nearly all (92%) indicated that it had. The following table lists the frequency with which some of the strengths of the program were mentioned by this group. Each teacher was asked to list two strengths.

Table 8

Strengths

STRENGTHS	Regular Classroom Teachers N = 12
Extra English instruction	5
Good preparation for other subjects	4
Individualization	3
Develops good oral language skills	3
Provides specially trained ESL teachers	2
Children develop self-esteem and enjoy school	2
Excellent curriculum	1
Vocabulary reinforcement	1

Several weaknesses were also noted, however, in comments made by both regular classroom teachers and E.S.L. teachers. These are summarized in the following table.

Table 9

Weaknesses

Weaknesses	E.S.L. Teachers	Regular Teachers
Need more workshops	4	-
No coordinator	3	2
Insufficient supplies	2	2
Insufficient instructional time	.	2
Too many students/not enough teachers	1	3
Workbooks non-consumable	1	-
No parental involvement	1	-
Not enough time for administrative tasks	1	-
Poor student selection process	1	-
Poor curriculum	-	2
Poor ESL teachers	-	2
Instruction not offered in native language	-	1

Recommendations for Improvements/Changes

In an era of continuing budget cuts, decisions have to be made as to whether to continue or modify the Chapter I E.S.L. program next year. School principals and classroom teachers were first asked if an E.S.L. program was needed in their school. One hundred percent of the teachers and principals responded "yes". One principal added, "We have many children in this school who are not in a bilingual program, but need help in the transition to regular class." When principals were then asked if they would retain the E.S.L. program at the cost of a regular Chapter I program, 25% of the principals said "yes", while 50% indicated they were not sure. One said, "I don't think you can equate the two programs. We need both."

Table 10

Should E.S.L. Be Retained Next Year?

	N	YES	UNSURE	NO	N.A.*
Is E.S.L. needed?					
Classroom Teachers	12	100%	-	-	-
Principals	8	100%	-	-	-
Should ESL be retained at cost of losing regular Chapter I program?					
Classroom Teachers		N O T	A S K E D		
Principals	8	25%	50%	12%	12%

* N.A. = No Answer

Comments Re: Need for ESL Program

Comment	Classroom Teacher	Principals
Non-English speaking students need extra instruction	3	1
Large native Chinese student population	2	2
Large Hispanic population	1	1
Need additional ESL teachers	1	-
Large Cape Verdian student population	1	-
Valuable transitional tool	-	2
Large Haitian student population	-	1

During an interview a principal said that in his school the Asian students are most in need of an E.S.L. program. While the Hispanic students spend the rest of their day in a bilingual class with a Spanish speaking teacher, there is no equivalent class for Asian students. The E.S.L. class is the only supportive service in language that the school provides.

If the E.S.L. program is retained next year, do you want it in the regular classroom or in a Chapter I room? Both E.S.L. Chapter I teachers and classroom teachers were asked if they would prefer to have Chapter I located in the Chapter I classroom or regular classroom. One hundred percent of classroom teachers want it to stay in Chapter I classrooms. Eighty-three percent of teachers said there is insufficient space in the regular classroom.

All teachers agreed that they would prefer to have the Chapter I program in their own classroom.

Table 11

Preferences as to Location of E.S.L. Program

	Prefer Separate Chapter I Room	Prefer Regular Classroom	N.A.*
Chapter I Teachers (N = 9)	89%	-	11%
Classroom Teachers (N = 39)	100%	-	-

* N.A. = No Answer

Reasons

Reasons	E.S.L.	Classroom Teachers
Oral/aural activities can't be handled in shared classroom. Too loud and active.	4	1
Allows rest of classmates to continue with regular program without distractions.	3	2
The repetitiveness of oral/aural language drill is difficult in a shared classroom.	1	-
Children more receptive to learning language in setting other than regular classroom.	1	-
Difficult to teach in another teacher's classroom	1	-

E.S.L. teachers and principals were asked to suggest two ways the E.S.L. program could be improved. Their suggestions are summarized in Table 12.

Table 12

Suggested Recommendations of ESL Teachers and Principals

Suggested Recommendations	ESL Teachers	Principal
Chapter I E.S.L. should not take place in the regular classroom.	8	-
The E.S.L. program should be continued in the schools where it currently takes place but not at the expense of the regular program.	-	7
E.S.L. training.	2	-
More ESL supervision by administration.	2	-
Include ESL planning time.	2	-
Stop high turnover of ESL staff.	1	-
Need more ESL audio-visual materials.	1	-
Testing by objectives.	1	-
Decrease amount of paperwork.	1	-
Need more ESL teachers.	-	2
Public school provide ESL classes for parents.	-	1
ESL teacher must be native-American.	-	1
Update curriculum.	-	1

IV. RECOMMENDATIONS

Recommendation 1 - The Chapter I E.S.L. program is a useful and needed component of the Boston Chapter I Program and should continue.

Discussion: There continues to be strong support for the E.S.L. program from principals and regular teachers. This program is needed and, with the continuing influx of low English proficiency students into the Boston Public Schools, will continue to be needed.

Recommendation 2 - Problems associated with the lack of an E.S.L. director need to be faced.

Discussion: The lack of a coordinator or director of the E.S.L. program has caused problems in the training of new E.S.L. teachers, and in the provision of materials and supplies in a few cases. Of special concern is the long term need for improvements and updating of the curriculum. We feel that this need for training and updating of the curriculum may not require a full time E.S.L. coordinator, but does require some alternative as these needs are not currently being adequately met.

Recommendation 3 - The E.S.L. program should be served with at least the same ratio of paraprofessionals per teacher as the regular Chapter I Reading program.

Discussion: In our observations the lack of paraprofessional services has affected the type of instruction being given. In an E.S.L. program where the children are on many different levels, great individualization is needed. We feel that the provision of paraprofessionals would greatly increase the teacher's ability to provide the needed individualization of instruction. Ideally the paraprofessionals should be bilingual, but more importantly should have an excellent command of the English language.